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ABSTRACT

Through an agreement between the School of Librarianship of the University of Washington and the Seattle Public Library (SPL), an on-going system for staff development at SPL was implemented. The study contains four parts: (1) the research methodology used to identify staff developmental needs; (2) the needs identified; (3) the elements of a staff developmental system; and (4) how to implement that system at SPL. The developmental needs were identified through individual interviews, a written questionnaire, and group discussions. Needs common to all staff cluster around training that will enhance communication, management, professional expertise, and personal relations with staff and clients. Assessment of staff needs will be accomplished by comparing present staff capabilities with established staff goals and plans for achieving these goals such as (1) position descriptions, (2) position specifications, (3) selection of personnel, (4) performance review, (5) formal assessment, and (6) the Annual and Long-Range plans. A Staff Development Planning Group will be established to refine library goals through consultation with staff and in conjunction with the administration and Board of Trustees, Appendices tabulate the staff development needs in categories for group discussion. (Author/JAB)

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STAFF DEVELOPMENT STUDY
Seattle Public Library

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School of Librarianship

August 13, 1976

Ronald A. Dubberly, Director
Seattle Public Library
1000 Fourth Avenue
Seattle, WA 98104

Dear Ron:

In November 1975 you approached the School of Librarianship of the University of Washington to determine if we were willing to conduct a staff development study for the Seattle Public Library. Shortly afterwards, I put together a team of four experts who combined the needed talents, expertise and interest, and we began work immediately after the signing of a formal agreement with the Library on 30 December 1975. The Report was to be delivered before May 1, 1976, but the evolving design of the study suggested to us the value of extending the study, and you agreed to an extension of the due date.

In the discussions leading to the letter of agreement, it was noted that the purpose of our activities was to begin an on-going system for staff development at SPL. That purpose cannot be served by a program of activities that relates only to present needs. Therefore, the attached report strongly emphasizes the methodology through which SPL can have an internally managed, on-going system of identifying staff development needs, designing appropriate experiences, and evaluating the contribution of development to organizational effectiveness. In contrast, although the identification of current development needs is a finding of this study, it has not been given equal emphasis.

In the course of this project, the study team became convinced that the involvement of staff in the whole staff development effort (i.e., planning, designing, instructing, and evaluating) would probably be the strongest ingredient in the projected system. We were continually impressed by the enthusiasm and other attributes which qualify the staff to participate. As a result, we have not specified the form of developmental experiences but have indicated the manner in which staff can be involved in determining that specification.

Official recognition should be made of the contributions of Ken Ragland to this study. He met regularly with the study team during the data gathering phase, arranged the interviews and group meetings, and provided the team with knowledge of the Willis classificaton study and the projected employee appraisal form.

(continued)

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The report treats the developmental needs of all levels of staff except maintenance and Board members.

It is significant that a new administration has made staff development needs a concern so early in its tenure. It is clear that the staff needs guidance, encouragement and appropriate instruments to participate in personal and organizational assessment and development. The team is particularly pleased with the results of its study, and we believe the report charts new, necessary and useful approaches to staff developmental analysis and programming.

Most sincerely,

Peter Hiatt
Director

PH:ko

Enclosure

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OVERVIEW AND GENERAL OBSERVATIONS

This report presents a system for the identification of developmental needs of the library personnel in the Seattle Public Library, detailed listings of needs identified by the staff, and the design of a Seattle Public Library staff developmental program.

There are four significant parts to the study: (1) the research methodology used to identify staff developmental needs; (2) the needs identified; (3) the elements of a staff development system; and (4) how to implement that system at SPL.

General Observations

A formal, systematic internal mechanism for A Comprehensive Staff Development Program for Seattle Public Library would include:

(1) Identification of current and future staff developmental needs through use of job descriptions and specifications, formal and informal needs assessment devices, and a system of annual reviews; and timing staff development programs for maximum effectiveness.

(2) Design of staff development programs using the method developed and tested by the Team and employing both formal and informal means.

(3) Implementation and evaluation of staff development programs.

Some developmental needs which are common to all groups across the library include:

Scientific Management (for example, simplifying and standardizing

routines)

Comprehensive Orientation to the Seattle Public Library System (for example, knowledge of one's position and activities in relationship to the goals and objectives of the Seattle Public Library System)

Library Science and Art (for example, computer applications and services to special clientele)

Subject Knowledge (for example, keeping abreast with subject content and knowledge of special SPL collections)

The Human Dimension (for example, dealing with the public, and a better knowledge of personnel resources throughout the system)

Management and Supervision (for example, personnel management and evaluation, and implementing change)

The Team is recommending a procedure that has evolved and been tested through their work with the Seattle Public Library Staff. This procedure will be described in the next section, "Research Methodology Used." That procedure can be self-administered by the Library, and many of the needs which have been and will be identified can be met with in-house resources. Many general needs identified cut across all responsibilities, horizontal and vertical. However, some of those needs which are shared by one or more groups (or the entire staff) will be handled differently for each group, and some specific needs are applicable only to particular groups of staff.

Needs unique to a department were not expressed; the Team expects them to emerge as training is planned.

It should be noted that the training of one group is going to change the environment of the organization and therefore the training needs of other groups will change. This interactivity of the System, along with the element of change, requires continual attention to the developmental needs of the Library staff.

The Team originally considered Regional staff developmental needs to be different from Central needs, but as the gathered needs were examined through individual interviews, questionnaires, and group interviews, it became clear that there was a great commonality of needs. There will be some real benefits derived, therefore, from training regional and central staff together; and indeed this very view was expressed and strengthened in the group interviews.

The "regional concept", which was introduced into the branch department several years ago, aims at operating clusters of branches that are geographically adjacent under one management. This concept, which is under way in two sections of the city, demonstrates an immediate example that needs to be developed in relation to system-wide goals and objectives by a process of total staff interaction.

RESEARCH METHODOLOGY USED

Library staff members provided the primary source of information relating to the identification of developmental needs and the tentative design of developmental programs. The desired information was obtained through private, individual interviews, the use of a written questionnaire and group discussions. These three approaches were used because the Research Team wanted to determine developmental needs as perceived by the individual staff members, and to provide several opportunities for staff involvement.

Individual Interviews

For interview purposes, the staff was divided into eight categories. Regional, Branch and Central Support Staff made three categories. Regional, Branch and Central Librarians made up three additional categories. Department Heads and Branch Heads provided the remaining two categories. Each Research Team member specialized in interviewing a representative sample from one or more groups.

Interviewees were asked to think in terms of three time frames -- (1) prior to taking on a new job assignment, (2) while an incumbent but during the early stages and (3) while an incumbent with a view to the future. Interviewers were interested in knowing about the type of training that might be appropriate before an individual takes on a new assignment, the way in which an incumbent might develop to meet on-the-job changes and demands as they occur, and likely future demands and challenges which might require substantial development.

Individuals participating in the interview sessions were selected

by the Personnel Department, Seattle Public Library. The interviews were conducted in private, and it was made clear to respondents that views expressed would be held confidential on an individual basis.

Most interviews lasted about one hour. While individual interviewers varied the approach used, the overall interview sessions were designed to explore the nature of the job held by the respondent, the complexities associated with job performance, the dynamic elements of the role, especially as viewed from a future time frame of three to five years, and the developmental implications of all of these elements.

With few if any exceptions, the interviewees were very interested in discussing their tasks, roles and developmental needs and desires. No attempt was made to have respondents answer a long list of predetermined questions. This interview strategy produced valuable insights by allowing a free flow of conversation.

After all interviews were completed, results were aggregated for each of the eight job-position categories. The Research Team members were not particularly interested in consensus views even though there was high-level agreement across some job categories as well as within each group. Each significant insight and observation, even if introduced or expressed by only one individual, was examined and evaluated.

Written Questionnaire

After the interview results were tabulated and studied, a written questionnaire was prepared for distribution to all staff members. This step was used because of the desire to involve as many staff members as possible. An underlying theme of this project was the need for each member

to assume personal responsibility for his/her personal assessment and development. Three open-ended questions were asked, following the same line of questioning that had been used in the oral interview. The first question dealt with the topics or subjects which should be included in a training or educational program before or shortly after individuals take on an assignment similar to the one held by the respondent. Another question concentrated on the topics and subjects appropriate for persons who have been performing for two or three years and are likely to perform for an extended period in the future. The final question asked the respondent to think of his/her present and future developmental needs as related to his/her current assignment and to identify appropriate topics and subjects which should be included in an educational program designed to help maintain high levels of effectiveness and efficiency.

The results obtained proved to be a useful addition to the materials obtained from the interviews. A number of members who had not been included in the interviews responded, and some of those originally interviewed elaborated on their previous observations and comments. As in the case of the oral interviews, results were aggregated for each of the eight categories.

The additional information obtained from the group interviews was incorporated in the lists of needs reported below.

With the information obtained from the individual interviews and written questionnaires, the research team prepared a work sheet which sets forth the topics suitable for education and training across all eight job categories. Some of the more important subjects further expanded in the appendices are:

Library Science and Art	Office Equipment
Seattle Public Library System	Library Equipment and Supplies
Neighboring Library Systems	Professional Activities
Supervisory and Management Skills	Self-Development
Dealing with Library Personnel	The Community
Subject Knowledge	Role of Libraries in Society

Under each of these broad headings and for each of the eight job categories specific topics were presented. This visual aid made it clear that the same needs, and thus topics to be included in a training or educational experience, often had general applicability across several job categories. These were distributed to staff in preparation for the group discussion.

Group Discussion

Three group discussions were held (1) to give individual members a chance to discuss their views with their associates and the research team as a whole and (2) to give the research team members exposure to representatives of all job categories.

For group discussion purposes, the eight original groups were arranged into three categories -- Support Staff, Librarians and Department Heads. Each group met for approximately two hours with all four members of the research team. These groups were self-selected. A chart of aggregated training needs was distributed to all the staff, and a schedule of the three areas for discussion was circulated, and an invitation issued to all. The sessions were well attended. The discussions were lively, provocative, far-reaching, and to the point. As expected, a new depth of analysis was achieved, and subjects previously discussed were elaborated upon. Participants were able to build upon each other's observations, and differing points of

view could be established and debated. What had been an individual effort in the past became a group effort resulting in demonstrated shared values.

Some Observations and Conclusions Regarding Research Methodology

The primary assignment given the Research Team was to develop a system for determining staff developmental needs and for designing a program which when implemented would result in improved performance. The initial assumption that a three-pronged approach (individual interviews, written questionnaires, and group discussions) would be a useful approach was validated in use. Important features of this process were the confidentiality of the interviews and questionnaires and basing group discussion on the interviews and questionnaires.

There is another set of ingredients which needs to be mentioned. An ongoing formal system is needed to update job descriptions and job specifications as has been done recently by Norman D. Willis and Associates. Knowledge of the content of existing jobs and the knowledge, skill, and attitude requirements must be at hand. A formal performance evaluation system is needed also so that the current level of effectiveness and efficiency of each incumbent can be determined. Some interesting experimentation is possible where subordinates can evaluate superiors and peers can evaluate their colleagues. However, new assessment instruments are needed if these approaches are to be implemented.

To be in an anticipatory stance, some forecasting capability is necessary so that changing job demands can be examined and planned for before the fact. As will be seen by reading other sections of this report, a

highly-integrated developmental system is recommended where every major change affecting the Library will be examined for training and developmental needs.

Finally, for a comprehensive assessment of the strengths and weaknesses of staff members it would be desirable to include the views of such groups as library users, citizens at large, Board members and Friends of the Library. Again, special assessment instruments are needed if these groups are to be invited to participate.

The Personnel Officer, Ken Ragland, served an important role in the Team's work, a role which could be essential in any large library undertaking a similar investigation of staff developmental needs. He set up the individual interview schedule, administered the printing and distribution of questionnaires, and arranged the group meetings. He was also a key member of the Research Team in helping us understand the Seattle Public Library system and informing us of the tools (e.g., the annual staff assessment evaluation instrument) and developments which impinged on staff development needs (e.g., the Willis report on position classifications).

CURRENT SEATTLE PUBLIC LIBRARY STAFF DEVELOPMENT NEEDS

There is evident commonality in the training needs as expressed throughout the staff. These needs are directly related to the developmental process of increasing job effectiveness in the total service function of the agency and the opportunity to realize greater personal growth in the working environment. The needs cluster around training that will enhance communication, management, professional expertise, and personal relations with staff and clients. There are some general observations that can be made that illustrate this commonality:

> Staff at all levels are committed to doing a good job and are committed to the library system.
>
> There is a great lack of communication in all directions. Staff feel that they do not know what top management plans; they feel that they cannot communicate effectively with top management; and they feel isolated from the activities of their peers in the system. Isolation is greatest between the branches and the central library, but departments within the central library are ignorant of each other.
>
> There is a need for system orientation and integration. The staff want to know about the programs and strengths of the different units of the library so that they can make use of them. The staff also wants to understand how the parts of the system function together.
>
> Planners of staff development programs should exploit the resources of the SPL staff for trainers. Both line and staff personnel have the expertise needed for a large proportion of the desired training in areas such as SPL policies and processes, many of the management concerns, skills in automation, indexing, report writing, etc.

These same staff developmental needs are clearly identified as high priority in the interviews, questionnaires, and group discussion at all levels of staff -- for example:

Clerks and Pages*

Comprehensive Orientation to Seattle Public Library System

Both clerks and pages felt they would be more effective if they had a clearer initial understanding of their own jobs, their total job environment including all relevant policies, rules and regulations and procedures, and knowledge of what other departments throughout the system have to offer and how they function.

Scientific Management

There is the expressed need for simplifying and standardizing routines of all kinds. Regionalization makes this especially urgent. They desire a role in the process, and need skills of flow charting, work simplification and management principles, especially as they apply to re-organization.

Library Science and Art

Most members expressed a deep interest in receiving training in the science and art of librarianship to gain a sense of how their work relates to the purposes of the system. Their interest extended beyond the technical requirements of their own job to include all service points within the library.

The Human Dimension

With changing roles and job assignments and an increase in new client

*This analysis represents the general staff developmental needs of clerks and pages. Clerks and pages associated with extension services expressed additional needs, and these are noted on pages 15-16.

demands, participants need to know how to work more effectively with clients, how to interpret management sentiments in order to respond more effectively, how to influence management in positive ways, and how to work cooperatively with peers and other members of the library staff.

Central Librarians

Orientation to the Seattle Public Library System

Librarians I and II stressed the concept of "one library" and the key need to be fully acquainted with the goals and objectives of the Seattle Public Library system. In fact, most feel the need to bring their special concerns, perspectives and knowledge into the Library's objective setting process.

Immediately, librarians felt that their work would be more effective if they were fully aware of the rules and regulations, services and collections, special files and physical layout of other components in the system. A first-hand knowledge of the objectives, programs and collections of neighboring libraries and information agencies was also considered essential. A need for better understanding by and of the Board of Trustees was expressed, and an underlying desire for open communications at all levels was referred to by all librarians.

Management and Supervision

A major need for additional know-how and training in supervisory and management skills is evident. The skills most often mentioned by librarians are interpersonal communication skills (both for working with colleagues

and with the public), program planning and budgeting techniques, administrative decision making, working effectively as a team, and how to determine the effectiveness of staff development training.

Some attention was given to work simplification as a skill and attitude which would help in dealing with the reality of increased demands and decreasing personnel resources. The ability to meet increased demand with decreasing resources was given high priority as a staff developmental need.

Library Science and Art

The dominant theme was reeducation and retraining for changing jobs. That job tasks and responsibilities were changing and would change more rapidly in the future was a real concern of librarians, and this concern was always related to their need to be involved in decisions determining the future roles of the Library.

Librarians expressed a need to keep abreast with current trends in library service, especially the utilization of newer technologies, computer applications, and the evaluation and use of non-print media. Many needs expressed relate to the "newer" publics and the librarians' desire to have an in-depth knowledge of the needs, problems and characteristics of target groups, served and unserved.

Many librarians expressed a real need for updating of subject knowledge, citing the difficulty of keeping up with current trends in such areas as modern poetry, accounting, automotive repair and foreign literature.

A common thread is the need for knowledge of the other community agencies, organizations and institutions whose objectives relate to those of the Library.

Department Heads

Orientation to the Seattle Public Library System

The department heads expressed the need to understand the philosophy behind the city budget and the need for increased information on the budget process. This need rests on the uncertainty of future funding and of their understanding of the direction of planning for the system. They now feel that they are not informed about the direction of the library and that they are not consulted even when major changes will directly affect their effectiveness on the job.

Management Science

Department heads feel themselves to be in responsible but relatively powerless positions. They are held responsible for the performance of their department, the satisfaction of their staff, and the integrity of their budget. But they feel that union regulations, the mysteries of the budget process, and isolation from top management limit their effectiveness in meeting that responsibility.

Needs are expressed for negotiation skills appropriate for the broker positions of middle management. Better understanding of performance measurement, cost effective analysis, and appropriate use of statistics will greatly help their management performance.

Library Science and Art

Department Heads desire training that will help them decide how their department can serve a greater proportion of citizens and be more responsive to the needs of the community. In particular, a need to understand the

possibilities, limitations, and methods of information and referral was expressed.

With the decreases in funds and the associated need for greater efficiency, the use of the more information technology in the form of computer support and microforms is expected. Department Heads want more knowledge about such technology so that they can make more informed decisions and choices.

Extension Services

All levels of staff are represented in the Extension Department and a cross-section of needs expressed show the same priorities occurring throughout the system.

Clerks and Pages

Orientation to the Seattle Public Library System

Both clerks and pages felt they would be more effective if they knew more about other jobs and resources within the branches in which they work as well as a broader knowledge of all SPL resources. They feel the concept of regionalization highlights this need.

Scientific Management

Regionalization had opened up new opportunities for support staff. The advantages of streamlining and standardizing a wide variety of clerical routines has become more apparent. Support staff feel they could utilize broader training in work-simplification and systems development if it can be directly applied to better development of extension department

routines. They feel they have an ideal laboratory right at hand where training would be immediately translated into better service.

Librarians

Orientation to the Seattle Public Library System

In the extension department the area of concern over goals is tied to the uncertainties of development of the regional concept. Communication is lacking as to intent, process by which decisions regarding regionalization are to be made, extent to which the extension staff is to be involved in these decisions and their implementation. Since a clearer view of regional operation precedes practical development of job descriptions, there is considerable frustration over job descriptions that do not match the potentially changing patterns of service. Training in systems analysis, handling change, etc., is needed if it can be directly applied to analysis of regionalization and development of job descriptions by staff involved in providing this service.

The extension department feels a great need for better interaction within the agency as a whole. As this same concern was expressed throughout the agency, a program of regular interchange is desired as a basis for staff development. It is felt to be essential before a balanced spread of services, resources and specialties can be developed for the city as a whole and utilized knowledgeably by the staff in the extension department.

The staff of Seattle Public Library is highly regarded by all as an expert resource to be used in staff development. Acquisitions are considered of high caliber and can be used throughout the system as the general staff update needed in the extension and a variety of departments. There

is a feeling that a development and training program should first utilize experts and materials within the system by an on-going program of interchange and interaction.

Library Science and Art

The implementation of the regional concept has resulted in staff shifting from some managerial responsibilities to reader services to a wider clientele. A training program should be designed to help the staff cope with this change effectively. There is need for the priorities of such a training program to be established and an indication of what role the staff is to play in formulating these priorities.

Librarians express the urgent need for continuous update in major fields for all ages in the expanded role in reader services.

ASSESSING THE STAFF DEVELOPMENT NEEDS OF THE SEATTLE PUBLIC LIBRARY

The Research Team moved into an existing organization with its own style, traditions and mores. But for any staff development program to achieve success it is necessary to start with a unified staff formulation of goals to meet the demands of change. Objectives, strategies and plans for achieving these goals are an integral part of the staff development process. A staff development program exists to insure the Library achieves its goals.

Once the staff feels there is a unified process established to allow them to participate in and understand goal formulation, there are at least six opportunities that will allow them to implement these goals by assessment of staff development needs:

(1) Position Descriptions,

(2) Position Specifications,

(3) Selection of Personnel,

(4) Performance Review,

(5) Formal Assessment, and

(6) The Annual and Long-Range Plan.

Each of these processes implies a training component and can be utilized both to identify specific staff developmental needs and to maintain staff capability.

Because the position description lists the tasks to be performed, and the position specifications identifies the skills and abilities needed to perform these tasks, some staff development needs can be determined by examining the gaps between these two or between revised position specifi-

cations and competencies of incumbents. The 1976 Willis report, The Seattle Public Library Position Classification, Salary Survey and Salary Plan, makes it possible to start with an up-to-date description of current tasks. The position description is the fundamental document for identifying staff development needs because the position description reflects the Library's current program. It is necessary to monitor how these identified job responsibilities are changing as implied in the system which has been set up by Willis and Associates.

The first point at which individual training needs can be identified is in the selection process. Selection can be at the entry level, a horizontal change or a promotion. Given an accurate, up-to-date position description and specifications, selection can be based on explicit needs of the organization. Those who do not possess enough of the needed skills and knowledge and do not have the capability to acquire them can be weeded out during selection. But even at the moment hired, it is unlikely that a given individual will possess all of the necessary attributes to perfection. Training needs can be noted at that time, and development programs designed immediately employing such devices as guided reading, orientation to new equipment, a formal course, participation in a staff development program designed to meet similar needs of a group. Changing tasks results in updating job specifications and a determination of training needs, if any. This is necessary because as the requirements of the job change, the capabilities of the individual may need to change, also. For example, the reorganization of a department or the introduction of automated procedures require new skills and abilities. In addition, the individual involved in staff developmental programs designed to achieve the Library's goals

should find his/her own career needs being met.

The next place for deriving staff development information is through the performance review.

A system of annual formal review or evaluation should be instituted for each member of the library staff. Whenever the annual review is made, special attention should be given to training needs resulting from shifts in job responsibilities. The concept of a performance review should be institutionalized in order to improve the system. At least a once-a-year look at each staff member's performance is an essential part of the present and future health of the organization. It is a way to identify individual developmental needs and at the same time to identify the needs of the group within a given position classification. The performance review should be both a self-analysis and supervisor (or perhaps peer) analysis process.

The annual budget should integrate training needs with evolving programs, program improvement and new programs.

The final point for determining staff development needs is the Annual and Long Range Plan. Training and development are an integral part of the annual plan. Whenever a new program is contemplated or, indeed, instituted, the skills and abilities needed by the staff to execute it should be carefully detailed. Every significant change in an existing program offers an opportunity for a determination of possible training needs. And, the training needs of the whole staff should be considered, not just those for whom the need of immediate training is obvious. For example, when QIC was inaugurated, that staff received special training in 325 basic reference tools and in telephone techniques. However, because quick reference questions were removed from the subject departments, they, too, had training

needs resulting from the unrelieved pressure of difficult, multi-source reference questions.

IMPLEMENTING A STAFF DEVELOPMENT PROGRAM FOR THE SEATTLE PUBLIC LIBRARY

Staff developmental needs can be identified after-the-fact, or they can be anticipated. Whenever possible, of course, needs should be anticipated, planned for and budgeted. It is recommended that a procedure be adopted which should make it possible to anticipate most of the major developmental needs of the Library staff.

Staff development is both an individual and an organizational responsibility. If any program is to be effective, motivation must come from individuals. And although the purpose of a Library-conducted staff development program is to ensure that the Library's objectives are met as effectively and efficiently as possible, the responsibility for a successful staff development program is a shared one.

Sequential steps for creating a Seattle Public Library staff development program are:

(1) A Staff Development Planning Group, representing all major service and support function divisions should be established.

(2) This group should help clarify, unify and where necessary, refine the Library's goals.

(3) The group should then be responsible for the further refining of these goals through input from and gaining acceptance by all the staff, using the process developed and tested by the Study Team:

   (a) Personal interviews;

   (b) Questionnaires;

   (c) Group interviews by the levels (clerks and pages, librarians, department heads), in part as a follow-up to validate the

results from steps a and b, and also to obtain new insights.

(4) The Staff Development Planning Group should consider designing and implementing an on-going system of staff interchange as an aide to clarifying objectives to meet change. This staff interchange could operate concurrently with the process recommended in three (3).

(5) The administration should provide leadership and guidance throughout the process, and work constructively with the Staff Development Planning Group in arriving at final goal formulation that is compatible with total system plans for growth.

(6) Progress of the work of the Staff Development Planning Group should be reported periodically to the Board of Trustees for their understanding of the process underway.

These goals should then be compared with data resulting from the annual review of the Willis data. These two steps (goals refinement and comparison with the Willis data) will result in the identification of staff developmental training needs related to on-going and future Library programs. The Training/Developmental Needs Chart developed by the Research Team is suggested as a convenient format to follow, expecially because one can see the entire system in a glance, as well as the sub-groups within that system. As was the case with the Team's research, it is likely that many needs that emerge will have a common base across all groups, although there also will be significant variations among the groups.

Training/Developmental Needs

GROUPS	TRAINING/DEVELOPMENTAL NEEDS FOR INCUMBENTS TO CARRY OUT PRESENT ASSIGNMENT	TRAINING/DEVELOPMENTAL NEEDS FOR INCUMBENTS IN LIGHT OF ANTICIPATED CHANGES	TRAINING/DEVELOPMENTAL NEEDS FOR INDIVIDUALS PRIOR TO ASSUMPTION OF NEW POSITIONS: New hiree, promotion, lateral transfer
DEPARTMENT HEADS			
BRANCH LIBRARIANS (HEADS)			
REGIONAL LIBRARIANS			
CENTRAL LIBRARIANS			
BRANCH SUPPORT STAFF			
REGIONAL SUPPORT STAFF			
CENTRAL SUPPORT STAFF			

24.

The Team recommends that the SPL projected employee appraisal and development form mechanism be included in the Staff Development identification process. Training and development needs should be determined at the time the appraisal is done, and future training needs should be identified and discussed during individual interview reviews.

Development needs should be identified in aggregate across groups as well as individuals. This approach would facilitate the determination of likely reasons for existing performance deficiencies across the system and it would give each manager a broader basis for determining future developmental needs for his/her staff.

It is recommended that the concept of Peer Evaluation be explored. This is the pattern the Team followed when it met informally with groups, Librarians evaluating Librarians (e.g., Librarians II evaluating Librarians I, Managers evaluating Managers, etc.), subordinate groups looking at the developmental needs of superior groups is also a way of identifying staff development needs.

Seattle Public Library might consider developing an assessment instrument (not restricted to training needs) -- to determine viability of the system or organization.

An Annual Training Development Plan, tied to operational plans should be "the minimal training plan", and would:

(1) Provide an environment in which each individual will feel comfortable at any time to express his/her training needs, and

(2) Encourage, whenever there is a meeting (e.g., of Department Heads), those participating to look at training implications of their discussions and decisions. It should be Library

policy that no significant program project assignment be undertaken until training needs have been examined and appropriate training programs implemented.

(3) Each department or appropriate organization unit should be required to prepare an annual training/developmental plan which would be discussed along with other components of the annual operating plan and budget.

(4) Time for staff development will have to be budgeted. (Staff perceives that there is no slack in schedules to allow for training.)

(5) Consider staff training needs as a regular part of agenda of group meetings.

To prepare for this process each organizational unit should evaluate the impact of the previous year's developmental training on its effectiveness. These group evaluations can be aggregated for the system by the use of questionnaires and group discussion.

The staff development program needs to be results-oriented (e.g., "at the close of this experience, what will each participant do differently and how will this changed behavior affect organization effectiveness and efficiency?"). Each staff development program should have specific objectives to be achieved, and the evaluation should assess the extent that these objectives were met. The implementation of a staff development program must be a systematic and continuous process.

An increased consciousness of training development needs will become a natural and integral part of management and decision-making. And each individual should feel a responsibility for self-assessment and evaluation of each training program in relation to individual needs.

APPENDICES

Appendix A -- Staff Questionnaire

Appendix B -- Charts of Training Needs Prepared for Group Discussions

Appendix C -- Biographies of the Staff Development Study Team

April 12, 1976

TO: All Seattle Public Library Employees

FROM: Ronald A. Dubberly

RE: Staff Development Project Team Questionnaire

As you know, two significant management assistance studies are in progress. One study, which is being conducted by Norman D. Willis and Associates, will result in formal position descriptions and specifications for most positions in the Seattle City Library. The second study is being done by a research team from the University of Washington's School of Librarianship. One objective of this study is the preparation of recommended staff developmental programs for all Library personnel.

A broad cross section of Library staff members has been interviewed by the research team to provide background information for the study. The team is now ready to examine the topics and subject matter which should be included in the developmental programs. Special learning programs will be prepared for all major job classifications such as pages, clerks, librarians and department heads.

The programs will be designed to satisfy developmental needs as identified by Library staff administration. Once again your cooperation is requested. We need your assistance in order to design a program which will meet your needs and interests, and the needs of the Library. We ask that you think in terms of training and educational needs which would have been appropriate before you took on the assignment you now have. We are also interested in having your thoughts regarding developmental needs for improving your performance in your current assignment.

Please be as specific but also comprehensive as necessary when answering the attached questions. Feel free to share your thoughts with others. Try to complete the questionnaire by April 23rd and return it to the Personnel Office. All responses will be forwarded to the Staff Development Team. After the results as tabulated, members of the team will meet with Library personnel from each job category to exchange ideas prior to preparing the final recommendation to the Library administration.

1. Which topics or subjects should be included in a training or educational program before (or shortly after) individuals for the first time take on an assignment such as yours?

OVER

2. Please circle the appropriate category for your current classification:

Department Head	Central Librarian	Administration
Regional Librarian	Regional Support Staff	Central Support Staff
Branch Librarian (Head)	Branch Support Staff	

3. Which topics or subjects should be included in a training or educational program for persons who have been performing assignments such as yours for two or three years? Please divide your response into two parts. First identify those subjects which should be included so that incumbents will be able to maintain high levels of performance during the current period.

Second, extend the time horizon three to five years and suggest those topics or subjects which would be appropriate in order that incumbents may maintain high levels of effectiveness and efficiency in the future. We wish to design and introduce a developmental program which will take care of future job demands as well as current requirements.

4. Now think of yourself and your present and future developmental needs. Which subjects or topics should be included in a training or educational program designed to help you maintain high levels of effectiveness and efficiency in your present assignment and at the present time?

CONTINUED ON NEXT PAGE

(4. cont) In your present assignment, but over an extended time period?

USE AN ADDITIONAL SHEET IF NECESSARY.

STAFF DEVELOPMENT NEEDS
CLASSIFICATION CATEGORIES
PREPARED FOR GROUP DISCUSSIONS

SUBJECTS AND TOPICS	REGIONAL LIBRARIAN	CENTRAL LIBRARIAN
Library Science and Art	Study and planning: goals of regionalization; New developments: state of the art.	Trends; New services; Computer applications; A-V: equipment, materials, services; "Retraining" for new jobs; Program planning; Film evaluation; LC classification.
Seattle Public Library System -Routines and Procedures -General Orientation	Integration of total SPL program; streamline-consolidate routines.	Special files; The collection (in any department); Rules and regulations; Goals and objectives of SPL; Physical layout of SPL; The system; Other departments (services and collections); The Board of Trustees.
Neighboring Library Systems		Orientation; Programs, philosophy.
Supervisory and Management Skills -Upward -Downward -Peers -Volunteers	Management skills; Handling change; Supervisory skills; Management by objectives; Budgeting.	Interpersonal communications skills; Program planning/ budgeting; Work simplification; Administrative decision-making.
Dealing with Public Advisory -Informational		Knowledge of community; Needs, interests and characteristics of target groups; Interpersonal communications skills; How to deal with problem patrons; PR (telephone etiquette).
Working with Library Personnel	Ongoing exchange program: throughout system.	Functioning as a team.
Subject Knowledge -New books - periodicals -Anticipated	Continuous update; Major subject fields.	Specific collections & services of other departments; Literature of area (e.g., Current trends, foreign, technical) government organization and public administration, international law, puppetry.
Library Equipment and Supplies -Use & Maintenance	A-V equipment -- use.	Data processing equipment; A-V equipment.

(continued)

STAFF DEVELOPMENT NEEDS
CLASSIFICATION CATEGORIES
PREPARED FOR GROUP DISCUSSIONS

SUBJECTS AND TOPICS	REGIONAL LIBRARIAN	CENTRAL LIBRARIAN
Professional Activities -State -Pacific Northwest -National	Need greater participation; Need motivation.	Orientation to professional activities in state, Pacific Northwest, national; Professional developments; Regional concerns and developments.
Self Development -Methods & Tecnniques		Functioning as a team; Interpersonal communications; Creativity training; Educational techniques (e.g., how to train CETAs); How to determine the effectiveness of staff development "training."
The Community		In-depth knowledge of community agencies, organizations, institutions which share audiences and objectives with SPL; In-depth knowledge of target groups (e.g., minorities, aging).
The Role of Libraries in Society		Leadership role for librarians, libraries; Communications media, social change, freedom of information; effect on librarian's role. NOTE: I found little mention of the impact, library response, or library role as a change agent that might result from a consideration of the major social and technological changes taking place and anticipated. PH
Allied Skills		Rapid reading. How to anticipate, cope with & influence change.

Appendix I
Page 2 of 5 pages

STAFF DEVELOPMENT NEEDS
CLASSIFICATION CATEGORIES
PREPARED FOR GROUP DISCUSSIONS

SUBJECTS AND TOPICS	DEPARTMENT HEAD	BRANCH LIBRARIAN (HEAD)
Library Science and Art	Computer software options for libraries; Basic course in microforms; Information and referral: possibilities, limitations, and methods; Indexing skills (how to establish information files); Materials selection with a restricting budget (issues, trade-offs); Library of Congress classification.	New developments: State of the Art
Seattle Public Library System -Routines and Procedures -General Orientation	Routines and Procedures: Increased information on the budget process (who is responsible when, and current status of accounts); Need to understand union contracts (would like them explained and interpreted); How to communicate particular library aspects of general management issues to central administration; How new ordering process will relate to specific department. General Orientation: More clarification on SPL direction ("Library Board policies and administration priorities").	Integration of total SPL Program - Streamline routines
Supervisory and Management Skills -Upward -Downward -Peers -Volunteers	How to understand complex organizations; Labor law (awareness); Long range planning; Budgeting; How to cope with shrinking resources; Program budgeting; Cost effectiveness analysis; Analysis of systems; Flow charting; Work flow analysis; How to evaluate use of the department; How to use statistics for evaluation; How to write annual reports; How to comprehend and respond to reports such as PAC; Management By Objectives; Personnel management (individual negotiation with employees); Supervision and management of volunteers.	Management skills: handling change Supervisory skills: budgeting
Dealing with Public -Advisory -Informational	Advisory: How to set up a client board. Informational: How to interview on the phone; How to get communication, feedback, from the public; How to relate to (deal with) the disturbed patron; Adult education.	

(continued)

STAFF DEVELOPMENT NEEDS
CLASSIFICATION CATEGORIES
PREPARED FOR GROUP DISCUSSIONS

2.

SUBJECTS AND TOPICS	DEPARTMENT HEAD	BRANCH LIBRARIAN (HEAD)
Working with Library Personnel	How to conduct decision-making meetings; Communications in management.	Better knowledge of personnel resources throughout system.
Subject Knowledge -New books - periodicals -Anticipated	Foreign languages; General update relative to library speciality; Film study.	Continuous update major subject fields.
Library Equipment & Supplies -Use & Maintenance	Knowledge of options in computer hardware, Media equipment.	Equipment: Brailling, recording, etc. for blind.
Professional Activities -State -Pacific Northwest -National		Need greater participation; need motivation.
The Community	How to assess community needs for service; How to exploit community information; How to be a grass-roots fund raiser.	

Appendix B
Page 1 of 6 pages

STAFF DEVELOPMENT NEEDS
CLASSIFICATION CATEGORIES
PREPARED FOR GROUP DISCUSSIONS

SUBJECTS AND TOPICS	REGIONAL SUPPORT STAFF	BRANCH SUPPORT STAFF	CENTRAL SUPPORT STAFF
Library Science and Art	Basic Cataloging Understanding: card catalog Classification system	Know card catalog Know classification system	Dewey decimal system; Cutter system; Alpha-numerical filing; Card catalog; New developments, including automation and procedural changes.
Seattle Public Library System -Routines and Procedures -General Orientation	Orientation: SPL Program Orientation: Branches and resources Streamline and unify routines	Orientation: SPL Program Orientation: Branch and resources Streamline routines	Layout and public conveniences; How library as a whole works; How other departments work; Technical services orientation - work flow; Maintaining delinquent files; All written routines; Special collections and bibliographies in other departments.
Dealing with Public -Advisory -Informational	Psychology of handling: desk/phone contacts Basic information: SPL and branch	Psychology of handling: desk/phone contacts Basic information: SPL and staff	Social relations - basic psychology; Basic reference tools needed to assist
Working with Library Personnel	Knowledge of duties of other staff		
Subject Knowledge -New books - periodicals -Anticipated	Ready reference -- Tools Outstanding books - main classes	Ready reference -- Tools	Knowledge of varied reading levels; Contemporary books; Cultural events in Seattle and elsewhere; Film history.
Office Equipment			Typewriter; Adding machine; Calculator; Computers.
Library Equipment and Supplies -Use and Maintenance			Magnetic tapes; FM broadcasts, Braille & taping services; Radio-talking books; Film maintenance; Slides.
Self Development -Methods & Techniques	Speed accuracy - basic technical tools filing and typing Knowledge of ladders of promotion: how to prepare for.	Speed, accuracy - basic technical skills filing, typing.	

The Staff Development Study Team

Mrs. Ruth Hamilton, *formerly Consultant in Continuing Education for the Washington State Library and Chair of the WICHE multi-state Continuing Education Program for Library Personnel, has been a faculty member of the library schools of Pratt Institute and University of Rhode Island. She had served on the staffs of the Library of Hawaii, Library Association of Portland and the Seattle Public Library.*

Dr. Peter Hiatt, *Director of the School of Librarianship, University of Washington, has published and practiced widely in library continuing education and staff development. His work with the staff of the University of Washington Libraries launched the second major staff development program in a university library, and his study for the University of California, Berkeley, led to their staff development program. He was the first Director of WICHE's multi-state Continuing Education Program for Library Personnel, and has conducted nearly 100 workshops, seminars and institutes for all levels of library personnel and lay leaders from all types of libraries.*

Dr. Preston LeBreton, *editor of The Assessment and Development of Professionals: Theory and Practice (University of Washington, 1976), which presents an interdisciplinary approach to continuing education, is Professor of Management and Organization in the University of Washington's Graduate School of Business Administration. He is currently serving as consultant for the Washington State Library, and has consulted in staff*

development in such agencies as the Internal Revenue Service.

Dr. Douglas Zweizig *brings a combination of intensive research in public libraries (Public Library Use and Information Needs of Urban Residents) and co-leadership of workshops dealing with management, communication, and change for librarians. He teaches in the areas of library administration, research evaluation, user studies, and communication. He is an Assistant Professor in the School of Librarianship, University of Washington.*

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